

Families In collaboration for Development of mother tongue and Integration



" The family is the natural and fundamental unit of society and has the right to the protection of society and the state"

United Nations (UN)1 Declaration on Human Rights

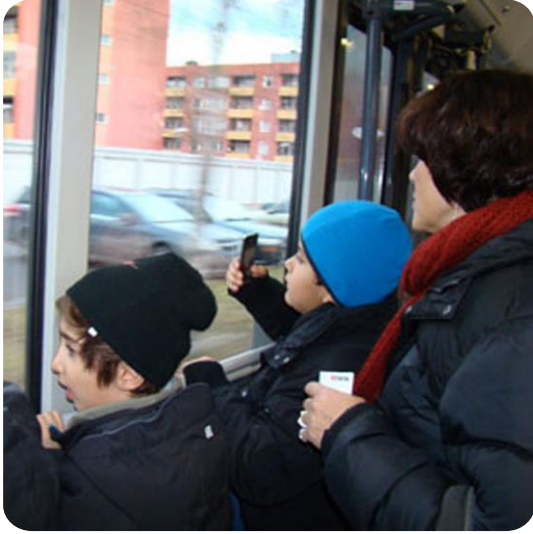
"a child belonging to a minority has the right to his or her language, culture and religion."

Convention on the Rights of the Child §30

PROGRAM with funds from Arvsfonden

- A program to stimulate children's mother tongue together with the families was implemented 2013-2015 In collaboration with Brynäs- Nynäs preschool area in Gävle (14 preschools), : Mezopotamya Cultural Association and Kulturum in Gävle. , Pärlan preschool in Rinkeby and UNICEF Linköping. (YKI).
- The programme has since been developed in various ways, but especially in cooperation with pre-school teachers.
- The Contex method, a method performed in additive language environment, was designed.
- A book was written describing how families can contribute to children's language development
- "To live In two hosts that are alike but still different" (Forslund and Wallhäger 2013)
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- The programme involves the family in the child's development of its mother tongue. This is done within the family but also in co-learning with other families.
- Family groups are formed that meet regularly at resource centers, to do activities together.
- This is done in study groups, based on the Folkhögskola education model.
- Based on family cultures, mother tongue, everyday events and the local environment, they learn in a second language in a pleasurable way and begin to understand and appreciate the Swedish cultures.
- An additive language environment is created, which leads to the strengthening of cultural identity.
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Goal

- That families with a mother tongue other than Swedish reach their full potential, are proud of their background and language. Based on their mother tongue, they learn Swedish and are at the same time becoming part of a positively integrated society
- That the child preserves and is familiar with his or her mother tongue and thus has easier learning a second language
- That the parents' identity and self-confidence have been strengthened, they are recognized and appreciated for what they have already know, namely their mother tongue and cultures.
- That the family is healthy, maintains their security in their family and receive the help they need
- Creating a condition for multilingual children and families is integrated into pre-school and society
- That the family becomes familiar with its rights and obligations and the democratic principles on which our society is based.
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The context method in additive language environment

- the child's context - linguistic context, social situation and environment
- co-learning with people close to the child
- the child's here-and-now
- a stimulating language material
- Additive language environment - two languages are being developed at the same time
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Excursions with the family.



Feedback in meeting places

- by writing words and concepts about what the child experienced
- by looking at photos from the activity
- by retelling, discussing
- by drawing and painting





Production of language pedagogical materials.



- Lotto and memory
- Books
- Puzzle
- Picture and word card
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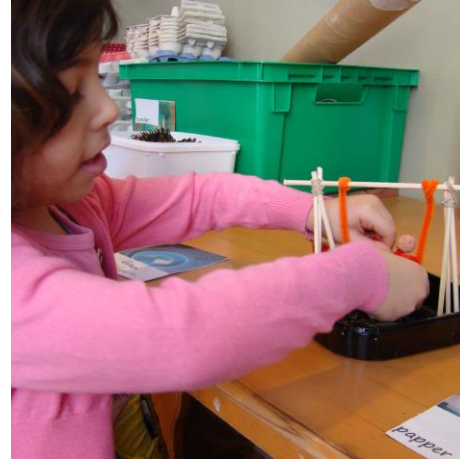


Concepts from the local environment

In both Swedish and in their mother tongue



Create
models from
excursions



Play and games with produced pedagogical materials.



Local material

At the meeting point there is access to recycled materials, paints, paper, crayons, glue scissors, etc.





Att vara i två världar som
är lika bra,
men ändå olika

Being in two worlds that are
just as good,
but still different.

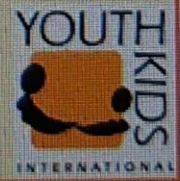
Johanna Forslund & Barbro Wallhäger

Johanna Forslund & Barbro Wallhäger
Layout: Johanna Backman

Under förskoleåldern sker en otrolig utveckling av barnets hjärna. Barnet är då speciellt mottagligt för språk och logiskt tänkande. Barnets lärande av språk handlar om hur barnet aktiveras i hemmet och i förskolan. Metoden i additiv språkmiljö, handlar om att barnets samspel med andra (barn och vuxna) är viktigt för barnets utveckling och inläring av språk. Ju fler aktiviteter barnet är med om utifrån (i sammanhang) desto bättre blir barnets

ett barns fem första år och det är för resten av livet.

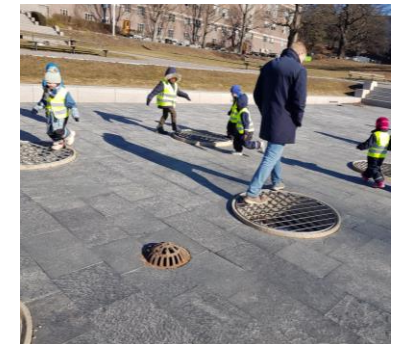
I familjen är man något för varandra, man vet att man hör till.



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Kids Garden 2016-2018

- The children make excursions in and discover the local environment in preschool and together with parents.
- Based on these discoveries, the experience is processed through conversation and using language material.
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Excursion to a farm





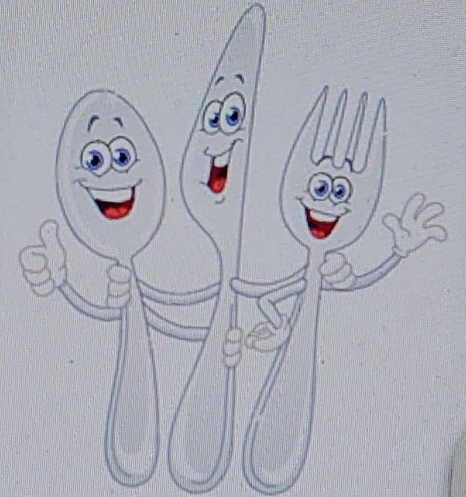
En Häst och ett föl
A Horse and a foal



En ko och en kalv
A cow and a calf

Children learn from the
local environment

Eating tool
Åtverktyg



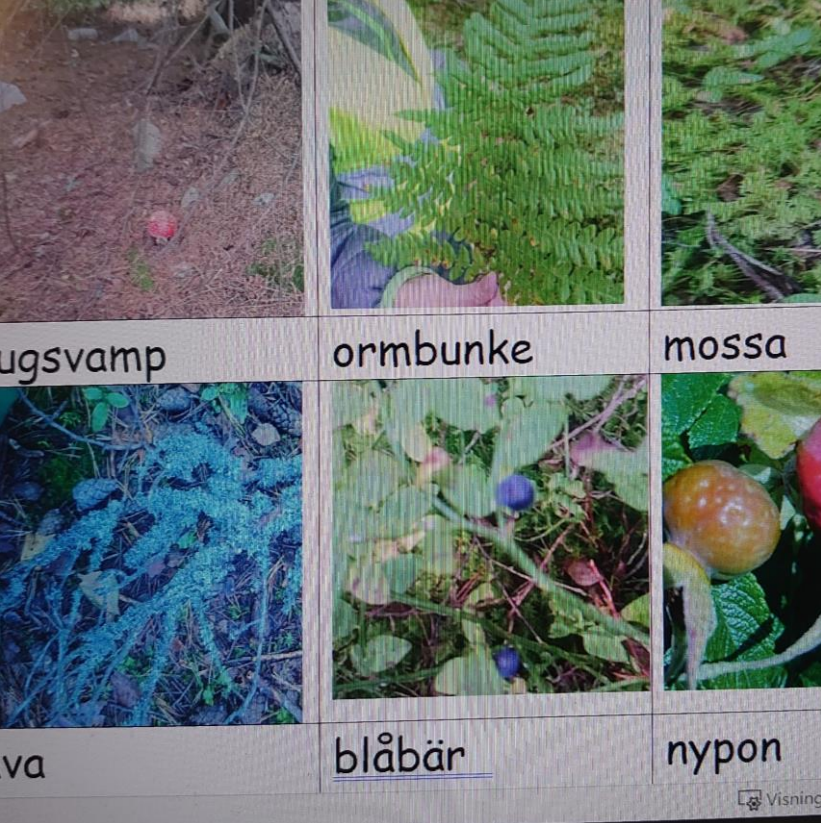
A Spoon
En Sked



A young child in a blue long-sleeved shirt is sitting at a table, looking down at a white bowl of cereal. The bowl contains milk and yellow cornflakes. A silver spoon is in the bowl. In the background, another child's legs in a white dress with black polka dots and pink socks are visible. A large white diamond-shaped graphic is overlaid on the left side of the image, containing text.

I am **eating** breakfast.

Jag **äter** frukost.



Excursion to the forest

- The children discover what's in the forest. Based on the photon of object they made lotto games
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The importance of the mother tongue

- The mother tongue is an important common language for communication in the family and with relatives. The child's behavior and social and cultural values are shaped through the mother tongue. The development of the mother tongue is important for the child's belonging and identity development. The mother tongue also has a crucial role for the child's self-esteem and personal development.
- The child, who does not have the opportunity to develop his first language into an adequate "thinking tool", will find it more difficult to then learn a second language. When the child is given the opportunity to retain and develop their mother tongue in parallel with their second language, the languages will support, complement and enrich each other.
- It is easier to learn a concept in the second language if you have a word for it in your mother tongue. This is the additive language environment, an environment in which the child's two languages and cultures are allowed and developed.
- There is a mutual influence between first and second language development that leads to a positive cognitive development for the child. The more languages the child has mastered, the more social tools the thought has access to. Multilingualism means richer experiences and stimulates the child's creativity and imagination.
- Shortcomings in mother tongues can in the long term create difficulties for the child to benefit from the activities of pre-school and school on an equal footing as peers with a well-developed mother tongue. It is then difficult for the child to compensate for this later in his schooling.



Some effects of the project.

– "I'm a Swedish Kurd," said one boy." I can feel like one and the other at once, I can be in two worlds, which are just as good but different. In one world, my family is both in Sweden and in Kurdistan and in the other world preschool and my friends. If you are a Swedish Kurd, you are both, not neither.

A mother tells us that she has always spoken her mother tongue with her child. What she has learned from the Context method in additive language environments is to be more attentive, by talking to the child based on the child's here-and-now, what they do and explaining words and concepts in a clearer way.

The program leads to social development and prevents exclusion and segregation.

The child becomes familiar with his mother tongue and is proud of his cultural background.

The identity of the parents is strengthened. They find tools to influence their children's development and learning.